

Special Education Programs

February Newsletter



SEP Program Staff

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Regional Representative List

Contact: 605.773.3678

Next SPED Director Call

February 15, 2022 - 10am CT

Connect through ADOBE:

<https://taese.adobeconnect.com/sdt a/>

For audio dial: 888-387-8686

Passcode: 818 562 8373

Agenda Items:

- Writing Annual Goals
- Transition
- Graduation Strategies
- State Performance Plan Results

SPED Program Highlights

Results Driven Accountability

Special Education directors, if your district has completed the internal review process for this school year, please email Melissa Flor at melissa.flor@state.sd.us for the link to report identified needs. Otherwise later this spring a notification will go out to all public school districts Superintendent and Special Education Directors regarding the requirements and link to enter information.

2022-23 Accountability Reviews

Accountability Reviews for 2022-2023: Special Education Programs will be mailing official notification of upcoming accountability reviews of districts and agencies in February. The list of district and agency reviews can be found at <https://doe.sd.gov/sped/accountability.aspx>.

DOE Program Highlights

Submit educational structure changes by March 1. Proposed changes to a district's educational structure (to be implemented for the 2022-23 school year) need to be reported to the Department of Education by **March 1, 2022**. Changes that must be reported include: schools that will be closing after SY 2021-22; new schools that will open for SY 2022-23; district or school name changes beginning with SY 2022-23; and grade spans that will be changing beginning with SY 2022-23. Changes should be submitted via the "Educational Structure Change Request Form." Superintendents should have received an email on this topic last week. Changes requested after March 1 will only be considered through the Administrative Rule waiver process outlined in [ARSD 24:43:08:01](#). Questions? Contact [Jennifer Rattling Leaf](#) in DOE's Division of Data and Research.

Review proposed changes to accountability for SY 2021-22. The Department of Education is seeking public comment on an addendum to its 2021-22 State Plan required under the Elementary and Secondary Education Act, as revised by the Every Student Succeeds Act. Recognizing COVID's continued impact on schools in SY 2021-22, and particularly the challenges around securing valid and reliable data, DOE plans to submit changes to its State Plan relating to accountability and school improvement. If approved by the U.S. Department of Education, the changes would impact accountability for the current school year (Report Card issued fall 2022). View the [addendum](#) with proposed changes. Public comments can be emailed to DOE.Accountability@state.sd.us or mail them to: Department of Education, Attn: Matt Gill, 800 Governor's Drive, Pierre, SD 57501. Public comment will be accepted **until March 4, 2022**.

Looking for Mentoring Summer Academy proposals. The Department of Education is seeking proposals for breakout sessions at the 2022 Mentoring Summer Academy, June 1-2, in Sioux Falls. More than 1,000 new teachers and mentors who are participating in the Statewide Mentoring Program will attend this event scheduled for June 1-2 in Sioux Falls. The purpose of the Mentoring Summer Academy is to provide a time of celebration, reflection, and professional development. Presenters will be reimbursed travel expenses and will receive \$150 per session for their work. Proposals are due **March 18, 2022**. Find more information on the [Proposal Application page](#).

PRF. The Personnel Record Form database is now open for any changes that need to be made for your district. Changes need to be made prior to the **2nd Friday in June** (June 10, 2022). Guidance can be found at: <https://doe.sd.gov/prf/>

SPED PROGRAM FEATURE PRESENTATION

SPED Conference

The annual Special Education Conference provides a unique experience to gather with South Dakota educators, related service providers, and parents. This in person event allows participants to learn about evidence-based innovations, educational trends leading towards best practices, and provide practical solutions for special education classrooms.

We are pleased to welcome this year's keynote speakers, Haley Moss and Jonathan Friesen as well as our [session presenters](#).

[Haley Moss](#) is a South Florida native who was diagnosed with autism at age three. Upon receiving her autism diagnosis, her family was told that she would be fortunate to make a friend, graduate high school, or obtain her driver's license. Today, Haley is an attorney, author, artist, and autism advocate who writes and speaks publicly about her journey and gives hope for other autistic people and their families and friends.

[Jonathan Friesen](#) is an award-winning author, university professor and international speaker. His personal experience with Tourette's and epilepsy inspired him to write the heartfelt novel *Jerk*, California (Penguin, 2008) winner of the American Library Association's Schneider Award—"Best Book for Teens." A sought-after keynoter, Jonathan brings his experience and insight to conferences around the world.

Participants may be eligible for up to 15 CEUs. The SPED 2022 Conference offers 1 (15 hour) [graduate credit](#) from the University of South Dakota (USD).

Registration

March 15-16, 2022
Sioux Falls Convention Center

For more information, please contact
Melissa.Bothun@state.sd.us

Federal Highlights

2021 Annual Report to Congress on the Individuals with Disabilities Education Act

OSERS released the [43rd Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2021](#). The report focuses on children with disabilities being served under IDEA, Part B and Part C, nationally and at the state level.

Early Childhood Highlights

Indicator 6 - Early Childhood Least Restrictive Environment - Last month's Indicator 6 highlight focused on a short video about the beginning framework for Early Childhood Inclusion. This month's highlight focuses on early care and education environment indicators and elements of high quality inclusion. *"The Early Childhood Education Environment (ECEE) Indicators detail the key elements that are necessary for implementing high-quality inclusive practices in early childhood settings. They are designed to assist personnel in providing effective supports and services to young children with disabilities. It is assumed that all federal and state legal requirements are in place. These indicators are not meant to examine federal and state requirements. They are intended to enhance high quality inclusive practices implemented by early care and education personnel."*

[Early Care and Education Environment Indicators of High Quality Inclusion and Exemplars \(usf.edu\)](#)

ECEE INDICATOR 1: Promotion and Affirmation of Individual Differences - Personnel promote acceptance and appreciation of children's individual differences and their varying abilities, with a focus on children's strengths and contributions to an enjoyable, engaging and positive learning environment.

Personnel:

1. Routinely comment on the accomplishments of all children to the entire learning community.
2. Display all children's work.
3. Call attention to all children's contributions.
4. Identify all children's preferences and continually use their preferences to guide instruction.
5. Actively facilitate belonging of children with disabilities in the learning community regardless of severity or type of disability and/or presence of challenging behavior.

Indicator 7 - Early Childhood Outcomes - Once logged into the BDI-3, click on the Resource Page scroll down to find the Categories of DQ Scores. This resource provides BDI-3 standard scores, percentile ranks, Normal Curve Equivalents (NCE), scaled scores, z-Score values and T-Score Values. When running a BDI-3 family report, the BDI-3 Report Center allows for sum of scaled scores, standard scores (developmental quotient), and percentile rank in the 5 domains. Within the subdomains, the Report Center allows for the raw score (RS), scaled score (SS), percentile rank and z-score. If an evaluator would like to use the standard score for the subdomains the resource mentioned above, "Categories of DQ Scores", will provide the standard score needed in the subdomains which can then be referenced in the evaluators written report and/or on the eligibility document.

Entering Accurate Program Labels - A description of each Program Label has been provided on the "Organization Updates" tab of the BDI-3 Dashboard. The Program Labels have the same meaning as the BDI-2 Program Notes with the addition of the new Program Label, Part C Entry/Transition. This Program Label represents Entry into the Part C Program and the student is eligible for Part B 619. The student was evaluated 90 days or less prior to the student's 3rd birthday due to a LATE Part C referral.



Happy Valentines Day!

Resources to Support Specialized Instruction and Specific Disability Areas

Each month we will feature different organizations and resources that will help you expand your toolkit to meet the needs of a variety of learners. **Disclaimer:** The information is being shared as a potential instructional or professional resource. Most are from state or nationally funded or recognized entities. Please evaluate individually to determine how it meets your needs.

- The Department of Social Services offers the Behavioral Health Voucher Program for funding assistance and support for mental health treatment and substance use disorder treatment services for teachers, students and their families as well as farmers and ranchers impacted by the natural disasters of 2019 and the ongoing COVID-19 pandemic. Dial 211 to learn more and determine if you are eligible for treatment cost assistance. For more information visit <https://dss.sd.gov/behavioralhealth/services.aspx> or contact melanie.boetel@state.sd.us or andrea.heronimus@state.sd.us
- KELO story on available resources for families looking for supports for behavioral and mental health. [SD Statewide Family Engagement Center: Mental health resources for youth](#)

SD State Disability Category Resources

Administrative Rules of South Dakota

Article 24:05

(There were new rules adopted that went into effect July 2020, if you have a stand alone copy of the rules please make sure you update them. You can download the whole Article on the LRC site.)

South Dakota Special Education Programs

Federal Resources

IDEA Part B Federal Regulations

US Department of Education

This Month's SPED Tip(s)

Q: Is a substitute teacher required to implement a students IEP or BIP?

A: Yes. Districts are required to implement the IEP and Behavior Intervention Plan (BIP) as written. The district should have policies and procedures in place on how information is provided and training needed to properly implement the IEP or BIP when a substitute teacher is needed. Failure to implement the IEP or BIP by a substitute teacher puts the district at risk for violating FAPE.

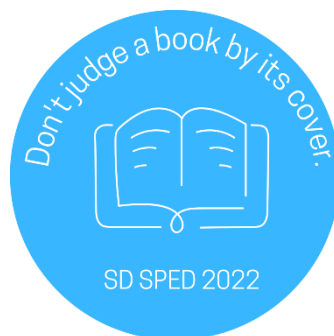


Professional Development

To register, please click on the training title.

[Registration now open!](#)

[2022 South Dakota Special Education Conference](#)



[Register Today!](#)

[SPED Resources](#)

Click on titles to go directly to webpage.

[SD Special Education Page](#)

[619 Preschool](#)

[State Performance
Plan/Annual Performance
Report](#)

[Dispute Resolution](#)

[Special Education Listservs](#)

[Administrative Rules](#)

[SD Department of Education](#)

[Birth to Three](#)

[Transition Services Liaison Project Statewide Training Opportunities](#)

- **Catch the Wave** (see attachment for dates and times) – a one day conference designed specifically for high school students with disabilities considering post-secondary education
- **Annual Transition Summer Institute** (July 13-14, 2022 Arrowwood Resort, Oacoma) – a two day training focusing on transition topics for special ed and general ed teachers, parents, VR counselors, and adult agencies. (see save the date attachment)
- **Transition Round-Up** – February 23rd, 3-4 pm CST – watch for an email from your Regional TSLP representative with the link. The link will also go out over the transition listserv. Topics to include: End of Game for Seniors on IEPs; Indicator 14 Survey & Results; What is Happening in Your School; and What's Coming Up.

SAVE THE DATE – 2022 MTSS Summer Education Conference (Growing Great Readers)

June 21-22, 2022 at Arrowwood Cedar Shores, Oacoma SD

[Registration coming soon](#) – see the attached flyer for more information and breakout session proposal requests.